



# *Lewis-Clark State College*

## STRATEGIC PLAN FY2005-2009

**[Note:** This outline, submitted in the format specified by the Office of the State Board of Education staff, excerpts several elements from LCSC's rolling 5-year strategic plan (latest revision dated 1 Jul 2004—approved by SBOE in Aug 2004), which can be reviewed at <http://www.lcsc.edu/ir>. The LCSC Strategic Plan and its supporting annexes document the comprehensive, College-wide process that has been put into place to integrate planning, programming, budgeting, and assessment activities at LCSC. The LCSC plan is linked to the most recent SBOE strategic plan (2000-2005). If readers have questions on LCSC's plans/planning process—or on the fundamentals of strategic planning at the unit, institution, or system level—please contact LCSC's Office of Institutional Planning, Research, and Assessment (IPRA) at (208) 792-2065 or [instres@lcsc.edu](mailto:instres@lcsc.edu).]

# Lewis-Clark State College

## Strategic Plan FY2004-2009

*"A good plan today is better than a perfect plan tomorrow."*

*"If everyone is thinking alike then somebody isn't thinking."*

**--George S. Patton**

Preamble LCSC is unique among Idaho's four-year public colleges and universities. It is a teaching-centered institution that provides a small-school learning environment at a public institution price. Its integrated, three-part mission—academic, professional-technical, and community programs—make it one of the most accessible portals into higher education and career success for all segments of Idaho's population.

In 2001, LCSC adopted a new strategic planning process that now engages all elements of the college in planning, assessment, and execution of our programs. Our commitment to provide high quality, accessible, relevant, and efficient services to Idaho taxpayers is not merely rhetoric, and our plans are not merely a collection of platitudes. We are now in the fourth annual iteration our integrated planning-programming-budgeting process. We were pleased to have been commended during our recent accreditation visit (October 2004) by the Northwest Commission on Colleges and Universities for our planning process.

The following pages contain selected excerpts from the LCSC Five-Year Strategic Plan (FY05-09) dated 1 July 2004. The plan outlines LCSC's strategic environment, analyzes institutional strengths and weaknesses, projects future trends, and provides detailed planning guidance under multiple budget scenarios to LCSC units for the execution year (FY05), budget preparation year (FY06), and the out-years (FY07-09) of the current strategic planning window. Please refer to the basic plan for the list of SBOE, DPTE, and LCSC goals/objectives; analyses of institutional issues and key external factors; the description of the LCSC strategic planning process; organizational structure; performance measure; President's Program Guidance (PG) initiatives; Unit Action Plans; and the LCSC family of plans index.



Dene K. Thomas  
President

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## VISION STATEMENT

[From Page 5, basic plan]

Unique among Idaho's institutions of higher education, LCSC will fulfill the SBOE vision of a seamless public education system by integrating traditional baccalaureate programs, professional-technical training programs, and community college and community support programs within a single institution, serving diverse needs within a single student body, and providing outstanding teaching and support by a single faculty and administrative team. LCSC's one-mission, one-team approach will prepare citizens from all walks of life to make the most of their individual potential and contribute to the common good by fostering respect and close teamwork among all Idahoans. Sustaining a tradition that dates back to its founding as a teacher training college in 1893, LCSC will continue to place paramount emphasis on quality of instruction—focusing on the quality of the teaching and learning environment for traditional and non-traditional academic classes, professional-technical education, and community instructional programs. Lewis-Clark students' personalized instruction will be complemented by personal application of knowledge and skills in the real world, as embodied in the College's motto: "*Connecting Learning to Life*." LCSC will be an active partner with the K-12 school system, community service agencies, and private enterprises and will support regional economic and cultural development. LCSC will strive to sustain its tradition as the most accessible four-year higher-education institution in Idaho by rigorously managing program costs; student fees; housing, textbook, and lab costs; and financial assistance to ensure affordability. LCSC will vigorously manage the academic accessibility of its programs through accurate placement, use of student-centered course curricula, and constant oversight of faculty teaching effectiveness. LCSC will nurture the development of strong personal values and will emphasize teamwork to equip its students to become productive and effective citizens who will work together to make a positive difference in the state, the nation, and the world.

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## MISSION STATEMENT

[From Pages 3-4, basic plan.]

Lewis-Clark State College was established by the Idaho State Legislature in 1893 as "Lewiston State Normal School," reflecting the College's initial—and continuing—mission as a teacher training institution. The College's reputation for excellence in teacher training and its focus on teaching and learning in all of its educational and training programs have continued as LCSC has grown to meet the expanding needs of Idaho's citizens. Today, LCSC provides an array of programs in the liberal arts and sciences, with primary emphasis in business, criminal justice, nursing, professional-technical education, social work, and teacher education.

LCSC's Carnegie classification as a higher education institution is "Baccalaureate College—General," with the "baccalaureate" designation referring to "primarily undergraduate colleges" [awarding fewer than 20 graduate degrees each year] and the "general" denoting colleges that award less than half their degrees in liberal arts fields (a consequence of LCSC's three-part mission which includes professional and professional-technical degrees along with liberal arts

programs). LCSC academic, professional, and community programs—coupled with its small school atmosphere and an emphasis on student engagement and applied learning—serve constituencies throughout the state. LCSC’s integrated, three-part mission and its operating philosophy have contributed to its recent dramatic growth in headcount [largest growth rate (11.7%) among Idaho’s four 4-year colleges/universities in 2003; only 4-year institution with an increase in FTE in 2004]. LCSC’s official role and mission statement, last updated by the SBOE in 1998, is provided below.

### **“1. Type of Institution**

*Lewis-Clark State College is a regional state college offering undergraduate instruction in the liberal arts and sciences, professional areas tailored to the educational needs of Idaho, applied technical programs which support the state and local economy and other educational programs designed to meet the needs of Idahoans.*

*Lewis-Clark State College will formulate its academic plan and generate programs with primary emphasis in the areas of business, criminal justice, nursing, social work, teacher preparation, and professional-technical education. The College will give continuing emphasis to select programs offered on and off campus at non-traditional times, using non-traditional means of delivery and serving a diverse student body. Lewis-Clark State College will maintain basic strengths in the liberal arts and sciences, which provide the core curriculum or general education portion of the curriculum.*

### **2. Programs and Services** (listed in order of emphasis)

- **Baccalaureate Education:** Offers a wide range of baccalaureate degrees and some qualified professional programs.
- **Associate Education:** Offers a wide range of associate degrees and some qualified professional programs.
- **Certificates/Diplomas:** Offers a wide range of certificates and diplomas.
- **Distance Learning:** Uses a variety of delivery methods to meet the needs of diverse constituencies.
- **Technical and Workforce Training:** Offers a wide range of professional, technical and outreach programs.
- **Continuing Education:** Provides a variety of life-long learning opportunities.
- **Research:** Conducts select coordinated and externally funded research studies.
- **Graduate:** None.

### **3. Constituencies Served**

*The institution serves students, business and industry, the professions, and public sector groups primarily within the region and throughout the state, as well as diverse and special constituencies. Lewis-Clark State College works in collaboration with other state and regional postsecondary institutions in serving these constituencies.”*

## **Lewis-Clark State College**

### **STRATEGIC PLAN**

Alignment with SBOE Goals & Objectives	<b>GOALS &amp; OBJECTIVES</b> [SBOE, DPTE, and LCSC Goals/Objectives are listed on pp. 7-13 of the basic plan. This table lists a representative sample of specific Presidential Program Guidance (PG) initiatives which implement those goals. The complete list of LCSC PGs is contained in Annex D of the basic plan.]	Anticipated Completion Date
	<b>I. QUALITY:</b> Direct efforts at continuous improvement in competitiveness, high achievement, and well informed citizenry.	
<b>I (also II)</b>	PG-05-09: Faculty/Staff Compensation (update salary study, develop salary plan, compensation review committees).	1 Apr 05
<b>I (also II, IV)</b>	PG-05-13: Update of Information Technology (IT) Long-Term Plan.	31 Dec 04 (progress rpt)
<b>I</b>	PG-05-15: Preparation for Oct 2004 NWCCU Accreditation Visit.	Complete
<b>I (also II, III, IV)</b>	PG-05-21: Professional-Technical programs equipment needs; replacement/recapitalization plan.	1 Apr 05 (progress rpt)
<b>I</b>	PG-05-49: Automation of Supervisor Performance Evaluation System.	1 Apr 05
	<b>II. ACCESS:</b> Provide all ages and abilities information and services to develop skills, knowledge, and social awareness to become globally competitive workers, responsible citizens, and life-long learners.	
<b>II (also I, IV)</b>	PG-05-08: LCSC Strategic Retention Plan.	1 Jan 05 (progress rpt)
<b>II (also IV)</b>	PG-05-19: Demand-based course scheduling.	1 Apr 05
<b>II (also I)</b>	PG-05-20: Accelerated Learning programs (policies, program coordination).	1 Jan 05 (progress rpt)

<b>II (also I, IV)</b>	PG-05-25: Developmental (remedial courses)—planning, funding, coordination.	1 Jan 05 (progress rpt)
<b>II (also III)</b>	PG-05-29: LCSC Coeur d'Alene Long-Range Plan	1 Jan 05 (progress rpt)
<b>II (also I, IV)</b>	PG-05-30: Update of Campus Facilities Master Plan (CFMP)	1 Apr 05
<b>II (also I, IV)</b>	PG-05-50: Quick-response plan—additional residential space (student housing)	1 Jan 05 (progress rpt)
	<b>III. RELEVANCE:</b> Ensure information and research available meets the needs of workforce, business & industry, and government at all levels.	
<b>III (also I, II, IV)</b>	PG-05-16: Review of Baccalaureate degree options (BA, BS, BAS, BAT, BASAT).	1 May 05
<b>III (also I)</b>	PG-05-48: Fundamental review of General Education Core curriculum.	1 May 05
	<b>IV. EFFICIENCY:</b> Ensure maximum benefit derived from resources invested in operation & management of education process state-wide.	
<b>IV (also I, II)</b>	PG-05-02: LCSC Strategic Financial Plan.	1 Apr 05
	PG-05-11: Review of Faculty/Staff Workload.	1 Apr 05
	PG-05-35: LCSC Business Practices/Cost-Saving Measures.	1 Jan 05 (progress rpt)
	PG-05-51: Consolidated Testing Center.	1 Jan 05 (progress rpt)

	<b>LCSC Recommends Amendments, Additions, Deletions to the State Board Strategic Plan as follows:</b>
	[Note: the “2000-2005 Idaho State Board of Education Statewide Strategic Plan” represents only the starting point of an actionable strategic plan; with the suggested additions below, it could be better suited to carry out the strategic planning functions prescribed for state agencies in the Idaho Code. The four overarching philosophical goals in the plan (quality, access, relevance, and efficiency) are appropriate as elements of a revised vision statement. Whether the Board pursues a comprehensive strategic plan—or separate strategic plans to guide actions related to single important issues—consideration should be given to including the following components.]
ADD	<i>A concise description of the strategic planning role and responsibilities of the SBOE, vis-à-vis the institutions under its authority. The respective roles of the Board and institutions are omitted or intermingled in the current brochure. Define the relationship of institutional strategic plans to the Board plan. Describe the process whereby institutions participate in annual updates to the SBOE plan and how SBOE planning guidance flows into the planning-budgeting processes at the institutions.</i>
ADD	<i>A concise assessment of the strategic environment. Where does Higher Ed in Idaho stand in relation to other states? What issues related to cooperation, collaboration, and competition need to be considered? Describe trends. Identify strengths, weaknesses, and opportunities.</i>
ADD	<i>Concrete, measurable goals/objectives. Where does the SBOE want Idaho’s system to be in 1, 5, or 10 years? Real plans should have measurable goals, designated agencies or individuals responsible for carrying out actions, timelines, and discussion of resources available to execute the plan. [What needs to be done? Who will do it? When? With what resources/support? Who is responsible for developing the action plan to achieve the objective? How will progress on action plans be monitored through completion?]</i>
ADD	<i>A forecast (even if only a “guesstimate”) of the resources (funding levels) over the course of the five-year strategic planning window that will be available to achieve objectives. What are the desired funding formulas (cost shares) to support programs and facilities at the colleges/universities? Provide guidance on the combined game plan for the SBOE and institutions (and the role to be played by each) in achieving that model.</i>
ADD	<i>A clear definition (flow chart) of the SBOE-level <u>process</u> that links strategic planning, programming, assessment, and resource allocation. How does the strategic planning-budgeting cycle at the institutional level link with the planning cycle at the SBOE level?</i>
ADD	<i>Usable performance measures. After exporting philosophical material to the prefatory section of the plan, identify a small number (3 to 5?) key issues for concentration during the next five-year cycle; establish concrete objectives and courses of action to address these specific issues, and develop a set of state-wide and institution-level performance measures to assess progress. These parameters will be complemented by the routine data collection that already takes place nation-wide. Once established, a rational performance measure system for higher ed could be part of a management information system to support informed decision-making at the institutional and state levels.</i>